

*2014*

## Book Activity #4 Think-Aloud Strategy Script

You have been learning about the important phases of Explicit Strategy Instruction as outlined by Claudia Cornett (2011) on pages 119-127 and discussed in class. These phases include a preplanned **Think-Aloud for Explaining & Defining the Strategy Components** (What to do, Why, When, and Where it should be used) followed by **Modeling How** to use that strategic thinking to better understand a text. For this assignment, choose a short (but important) selection from your Magic Treehouse book, *Vacation Under the Volcanoes*. Decide whether you think your text selection lends itself better to teaching about “Inferring” OR “Visualizing” OR “Making connections.” Then prepare a strategy instruction script for how you will teach students to notice and apply components of that strategy. You may use your book (Chapter 5) and/or our class powerpoint slides on explicit strategy instruction to guide your thinking. Your script should be approximately 1.5-2 typed pages (single spaced). Your script should also make specific references to your Magic Treehouse book while you teach students to notice and apply your use of the strategy.

**You should follow these steps and format to help you write your strategy script:**

Title your strategy script with (1) the appropriate strategy you will teach (inferring or making connections or visualizing), (2) the text you will use and (3) the grade level of students.

**T: Teacher Explains and Defines:** Define the strategy you selected (like you are talking to students) and explain **WHEN** and **WHY** this strategy is useful.

**T1: Teacher Thinks-Aloud:** Compose a think-aloud about your first use of the strategy and include specific and relevant references to the text. Then ask students a question that prompts them to reflect on what you just modeled. This question should NOT ask students to apply the strategy to a new text example; it should ask students “What do you notice about how I was thinking...”

**S1: Students Notice & Apply:** Compose an expected student response where he/she “noticed” what strategy you used and referred to your example from the text where it applied.

**T2:** Think-aloud about your second use of the strategy.

**S2:** Compose an expected student response or short series of responses from a few different students.

Continue this process to include at least four sets of examples of your think-aloud about this strategy paired with four examples of expected student responses.

**T Clarify:** End your strategy script with a brief teacher think-aloud that clarifies the strategy purpose and reminds students to use this strategy other times as they read.

**\*\* Bring your script to class and come prepared to “teach” your strategy lesson to a small group of your peers.**

**Book Activity #4 Rubric**  
**EDC423**

**Strategy Script with Magic Treehouse Book - 20 points**

**Name:** \_\_\_\_\_

Appropriately <b>Explained and Defined</b> the strategy you have selected in a teacher think-aloud for your selected grade level of students (2 points).	
Provided <b>four appropriate pairs of teacher think-aloud and expected student response</b> that encourage students to <b>notice and apply</b> the strategy to your Magic Treehouse story (2 points for each think-aloud and student response for 16 points total).	
<b>Clarified the strategy purpose</b> and when it is helpful to use in a teacher think-aloud appropriate for students (2 points).	
<b>TOTAL POINTS (out of 20)</b>	

EC +5

# Sample: Book Activity 3 Strategy Script

Great!

20/20

EDC 425  
Book Activity #3  
February 26, 2008

Making Connections  
*The Golden Sandal* by Rebecca Hickox  
Illustrated by Will Hillenbrand  
Grade Level: 4<sup>th</sup>

**T Explain and Define:** (We have already gone over the different ways you can make connections to a text: text-text, text-self, text-world, and text-author). Today we are going to read a story called *The Golden Sandal* by Rebecca Hickox. As I read this story to you, I want you to think about how this story relates to things that you have seen, heard or read before. Making connections to a story is a great way to help you understand the events, characters and setting. It can also help you to make predictions about what you think might happen next. As I read the story, I might need your help to explain to me what kind of connection I am using. (Begin reading the story...)

good  
+2

**T1:** "As the months went by, Maha was forced to do more and more of the work, and during the day when the fisherman was gone, her stepmother fed her nothing but a few dried dates." I'm going to stop here. As I was reading this, it reminded me of Cinderella. Maha's stepmother is very jealous of her and forces her to do all of the work around the house. Cinderella's stepmother is very similar to Maha's. I wonder if the rest of the story is going to be like Cinderella. Now, I am going to keep reading to find out more connections I can make to the story. So, what did I do when I realized that something sounded familiar to me? Did anyone feel the same way as I was reading?

#1

+1

**S1:** You stopped reading and thought about how this story and Cinderella are alike. You made a text to text connection. Cinderella came to my mind when it said that stepmothers are too always jealous of other people's children. Whenever I think of evil stepmother's, I think of Cinderella.

**T2:** "The fish appeared at the water's edge. 'What is the trouble my child?'" I'm going to stop again here. The red fish reminds me of another character from Cinderella. It seems like the fish is going to help Maha, but why would a fish want to help her. I know that she saved the red fish from being killed and eaten, but why would he want to help a girl? Maybe the red fish in this story is like Cinderella's Godmother. After all, the fish does talk, so maybe that means that the fish is magical. How did I make a connection to this story? Did anyone else make a similar connection as I was reading?

#2

+4

**S2:** You tried to make sense of what the red fish had to do with the future events of the story. You also made a connection between the Godmother in Cinderella and the red fish in this story. When the red fish told Maha that if she saves him he will reward her, I thought of the fairy Godmother too!

T3: "Maha rushed out another door and ran for home, but as she hurried over a footbridge, she tripped, and one of her golden sandals dropped into the water below." I need to stop here too. The author wrote this to make it clear that this story is very similar to Cinderella. I don't understand why the author didn't give Maha glass slippers, and instead he gave her golden sandals. I'm trying to think of where in the world people wear golden sandals. I know that many people from the Middle East wear sandals, and gold usually signifies if someone is wealthy. Maybe the setting of this story is somewhere in the Middle East. Can anyone tell me how I made connections in this section of the story? What did I do to help myself? Is there anywhere else in the text where I could have used this strategy?

#3

+4

Nice

S3: You connected to what you knew about a topic. You used what you already knew about sandals and about Cinderella and thought about the differences. You made connections to sandals and the setting of the story. The sandals helped you to come up with where the story probably takes place. I noticed this when the red fish first gave her the silk gown and golden sandals. I wondered why he didn't give her glass slippers, but then I realized that the setting wasn't the same in Cinderella.

T4: "I wish to marry the owner of this sandal. But who is she?" His mother was pleased. "Don't worry my son. I will find her." I need to stop here because this sounds very familiar to me. I have an idea of what may happen at the end of the story, but I'm not sure because this story is different from Cinderella. But I know that, for the most part, the two stories have had very similar main events (or the plot). Since Maha has a stepsister I think that Tariq's mother is going to try the sandal on her foot and see that it doesn't fit. Then Maha will try on the slipper and they will live happily ever after. I wonder if the author of the book made the rest of the story more interesting than Cinderella. I guess I will have to read and find out what happens. Does anyone know what strategy I used to make connections in this part of the book? Did anyone make a similar connection as I was reading?

#4

+4

S4: Since you know that this story and Cinderella are a lot alike, you tried to predict what is going to happen in the rest of the story. You made a connection between the authors in this book and Cinderella because you know that writing is similar. I think that Tariq and his mother will find Maha, but I know her stepmother will not make it easy for them. Maybe the red fish will help Maha be found by Tariq.

T Clarify: Great job today! As I read this story you proved to me that you understand what it means to make connections to a story. Making connections to what we read is very important in understanding what the story is about. As you read you should always be trying to make connections to your personal lives and experiences, other stories you are reading, and the world. By doing this you will understand the story more fully, but you will grow to become a better reader.

✓ good!